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Grammar – Function Words

When do we use ALL and WHOLE in English? – Lesson Plan

<i>All / Whole – 100%:</i>	<i>Information:</i>	<i>Example(s):</i>
all (in the world)	- countable and uncountable nouns (especially plural nouns) - general context - adverbials of time	I like all animals . I played football all morning .
all (of) the / my* (the most common form)	- countable (often plural) and uncountable nouns - specific context	I like all the animals on the farm. I finished all my homework . I ate all the cake . I ate all the cakes .
the / my* whole	- singular countable nouns - specific context	He ate the whole cake yesterday. I have waited my whole life to meet you.
whole (complete)	- plural nouns - numbers	Whole classes were affected by the changes. I ate three whole apples last night.

*a determiner, e.g. a, this, that, my, a number, etc.

Main Points:

- 'all the' and 'the whole' are the most common forms. They generally mean the same thing: 100% of something
- 'of' is optional in most sentences; it makes the stress better, but is not necessary
- we can use 'entire' instead of whole; it is more formal
- we use 'everybody' / 'everyone' not 'all the people' / 'all people' and 'everything' not 'all things'
- this is a difficult and subtle topic because it involves several different language areas:

Word Order: SVOPT; 'all' + determiner / determiner + 'whole'

Determiners: Whether to use a determiner, e.g. the, or not

Vocabulary: Students (SS) use 'all people' instead of 'everybody'/'everyone'; and it can sound like 'old people'

Singular/Plural: e.g. we say 'everybody is' not 'everybody are'; the meaning is plural, but the word is singular

Pronunciation: 'all' and 'whole' sound similar with Polish pronunciation: Ol and Hol. SS need to use the correct vowel sounds: **Orl** and **Heul**. Because of this, SS

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may think the words are interchangeable; SS need to remember that 'w' is a silent letter in 'whole' – they mustn't pronounce 'whole' as 'wall'!

- after learning about 'all' and 'whole', SS could learn about related idioms and phrases:

Idioms and Phrases with 'all':	Idioms and Phrases with 'whole':
after all all along all clear all for the best all in all all of <i>x</i> minutes / pounds all over all right all sorts / kinds / types all the best all the better all the time all the way all-inclusive all-in-one all-night (bar) for all (that) I know to give your all to go all out it's all go it's all or nothing not at all of all people / things / places on all fours one size fits all when all is said and done the winner takes it all you can't win 'em (them) all etc.	a whole new / different ball game as a whole / on the whole to go the whole nine yards / the whole hog the whole shebang / enchilada the whole shooting match / kit and caboodle the whole picture / story / truth wholly (completely) a whole new world / the whole (wide) world a whole lot (of sth) / a whole raft (of sth) / a whole heap (of fun) the whole (of sth) the whole point whole numbers a whole number (of sth) a whole variety (of sth) <u>compound nouns:</u> whole food wholeness wholesaler <u>compound adjectives:</u> whole-hearted wholemeal / wholewheat / wholegrain / wholenut wholesale wholesome etc.

Possible lesson plan:

1. Write the four options on the board. SS write a collocation for each option in their notebooks, e.g. 'all day' for option 1 (all). Check and correct.
2. Elicit the basic points from the table on p.1 and write them on the board.
3. SS write a sentence for each option in their notebooks – check answers and correct errors.
4. In pairs or small groups, SS think of *x* (e.g. 5) words that collocate (go well with) each option. SS make sentences / role play / presentation using the resulting phrases. Group feedback.
5. One or more of the error correction activities on p.3 – depending on time.
6. Elicit some of the common idioms and phrases (above); SS make sentences / role play / presentation using as many as possible.

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Extension: write which type of error each sentence represents:

1. Word Order
2. Determiners
3. Vocabulary
4. Singular/Plural

Practice Worksheet

Ex. 1 Write each sentence correctly:

1. I want all cakes. _____
2. I waited all the morning. _____
3. People all are very busy. _____
4. We ate three all apples. _____
5. The whole people are very busy. _____
6. All the morning it has been raining. _____
7. I waited all my the life. _____
8. He ate a whole apples. _____
9. I waited whole the morning. _____
10. He ate whole apple. _____

Ex. 2 Find the incorrect sentences, and write them correctly:

1. All people are very busy. _____
2. She has drunk the whole juice. _____
3. He has eaten two whole apples. _____
4. Of cake I ate the whole. _____
5. It rained all day on Friday. _____
6. We watched the whole concert. _____
7. I waited whole my the life. _____
8. We all missed the bus. _____
9. I want the all cakes. _____
10. Everybody finished work and went home. _____

Ex. 3 Write each sentence correctly:

1. I waited whole my life. _____
2. It's been raining all days. _____
3. A whole days went by as I waited for her text. _____
4. We ate three whole the apples. _____
5. I waited my all life. _____
6. The whole my apple has gone. _____
7. Whole of day it has been raining. _____
8. We ate three whole my apples. _____
9. I have waited for this moment all life. _____
10. It has been raining whole day. _____

Ex. 4 Find the incorrect sentences, and write them correctly:

1. I ate all the cakes. _____
2. I ate all the my cake. _____
3. I've lived in London all my life. _____
4. I have waited for this moment my whole lives. _____
5. Of cake I ate my the all. _____
6. We ate three whole apple. _____
7. I ate the whole cake. _____
8. I have waited for this moment whole the my life. _____
9. We went to England for three whole days. _____
10. We had three whole puddings. _____

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Extension: write which type of error each sentence represents:

1. Word Order
2. Determiners
3. Vocabulary
4. Singular/Plural

Answers:

Ex. 1 Correct Sentences: Type(s) of Error:

- | | |
|-------------------------------------|--------|
| 1. I want all the cakes. | 2. |
| 2. I waited all morning. | 2. |
| 3. Everybody is very busy. | 3., 1. |
| 4. We ate three whole apples. | 3. |
| 5. Everybody is very busy. | 3. |
| 6. It has been raining all morning. | 2., 1. |
| 7. I waited all my life. | 2. |
| 8. He ate a whole apple. | 4. |
| 9. I waited all morning. | 3., 2. |
| 10. He ate a whole apple. | 2. |

Ex. 2 Find the incorrect sentences, and write them correctly:

- | | |
|--|----------|
| 1. Everybody is very busy. | 3. |
| 2. She has drunk all the juice. | 3. |
| 3. He has eaten two whole apples. | Correct. |
| 4. I ate the whole cake. | 3., 1. |
| 5. It rained all day on Friday. | Correct. |
| 6. We watched the whole concert. | Correct. |
| 7. I waited my whole life. | 1., 2. |
| 8. We all missed the bus. | Correct. |
| 9. I want all the cakes. | 1. |
| 10. Everybody finished work and went home. | Correct. |

Ex. 3 Write each sentence correctly:

- | | |
|--|--------|
| 1. I waited my whole life. | 1. |
| 2. It's been raining all day. | 4. |
| 3. A whole day went by as I waited for her text. | 4. |
| 4. We ate three whole apples. | 2. |
| 5. I waited all my life. | 1. |
| 6. My whole apple has gone. | 3., 1. |
| 7. It has been raining all day. | 3., 1. |
| 8. We ate three whole apples. | 2. |
| 9. I have waited for this moment all my life. | 2. |
| 10. It has been raining the whole day. | 2. |

Ex. 4 Find the incorrect sentences, and write them correctly:

- | | |
|---|----------|
| 1. I ate all the cakes. | Correct. |
| 2. I ate all the cake. | 2. |
| 3. I've lived in London all my life. | Correct. |
| 4. I have waited for this moment my whole life. | 4. |
| 5. I ate all (of) my / the cake. | 1., 2. |
| 6. We ate three whole apples. | 4. |
| 7. I ate the whole cake. | Correct. |
| 8. I have waited for this moment my whole life. | 1., 2. |
| 9. We went to England for three whole days. | Correct. |
| 10. We had three whole puddings. | Correct. |